

PONTIAC ELEMENTARY

500 Spears Creek Church
Elgin, SC 29045

Grades	PK-5 Elementary School	
Enrollment	878 Students	
Principal	Beth Elliott	803-699-2700
Superintendent	Dr. Katie Brochu	803-787-1910
Board Chair	Bill Flemming, Jr., D.M.D.	803-261-1992

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Average	Average
2008	Good	Below Average
2007	Good	Below Average
2006	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

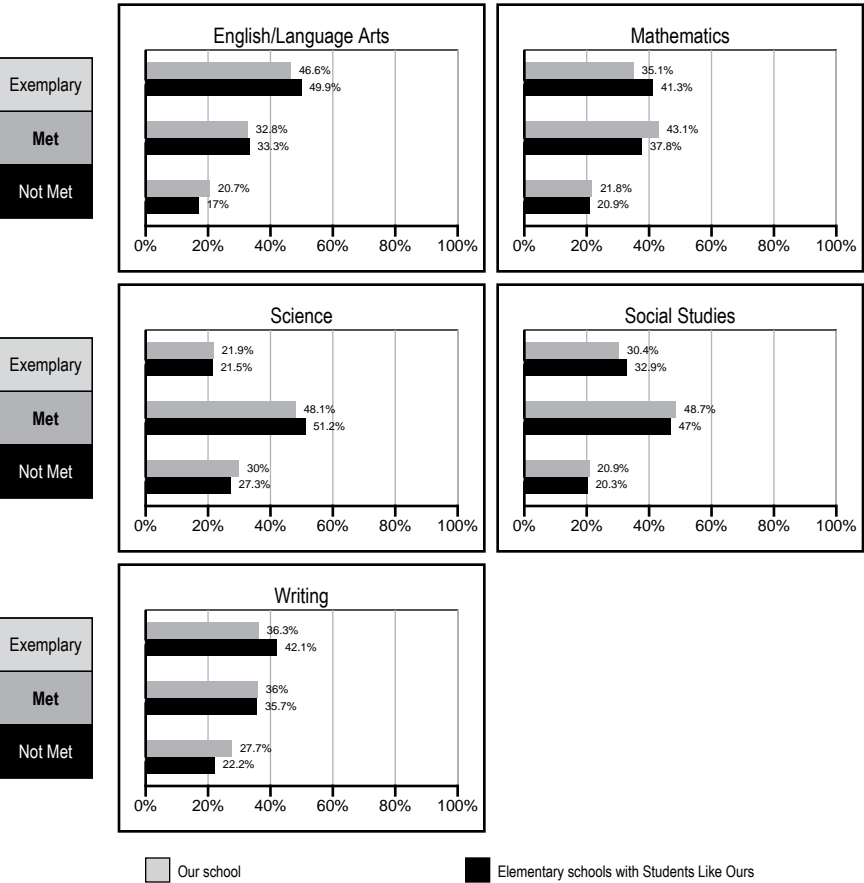
92.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	32	23	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=878)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 1.7%	0.9%	1.2%
Attendance rate	96.0%	Down from 96.2%	96.4%	96.1%
Eligible for gifted and talented	10.2%	Down from 14.9%	17.1%	11.7%
With disabilities other than speech	6.1%	Down from 9.0%	7.0%	8.0%
Older than usual for grade	0.8%	Up from 0.7%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=60)				
Teachers with advanced degrees	68.3%	Down from 70.6%	62.5%	60.5%
Continuing contract teachers	76.7%	Down from 80.4%	86.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.2%	0.0%	0.0%
Teachers returning from previous year	92.5%	Up from 90.3%	89.7%	87.0%
Teacher attendance rate	96.1%	Up from 95.3%	95.7%	95.4%
Average teacher salary*	\$52,272	Up 1.1%	\$48,606	\$47,288
Professional development days/teacher	8.9 days	Down from 9.6 days	11.7 days	10.5 days
School				
Principal's years at school	11.0	Up from 10.0	4.3	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 19.1 to 1	19.9 to 1	19.2 to 1
Prime instructional time	91.5%	Up from 90.6%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.4%	Down from 98.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,624	Down 3.6%	\$7,202	\$7,548
Percent of expenditures for instruction**	70.1%	Down from 70.6%	69.2%	68.7%
Percent of expenditures for teacher salaries**	67.0%	Up from 66.8%	66.3%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Pontiac Elementary focuses on meeting the needs of individual students, which, in turn, creates group success. As a Red Carpet School, we continue to enhance our learning environment by creating a positive, safe climate. Our National Blue Ribbon status, School of Promise, District Teamwork Award, and Exemplary Writing Award confirm our drive to continue to stretch our academic expectations for all students. We feel our community-building climate is what contributes to our ongoing successes. We continue as a faculty, staff, parent, and student team to constantly change and restructure. We pride ourselves on our philosophy of meeting the needs of all students. Making a difference with each individual student is our focus. With such a qualified staff including 22 National Board Certified Teachers, State Math and Literacy Coaches, 2 finalists for the State of South Carolina Excellence of Teaching in Math and Science, 6 District Honor Roll Teachers, District Teacher of the Year (2009), a Fulbright Scholarship Winner, Past Support Person of the Year, and many grant recipients, we are ready to challenge each and every student to reach his/her potential. We are proud of our technology labs, Smart Boards in every classroom, as well as computers and other multimedia technologies to enhance instruction.

Our developmentally-appropriate space for kindergarten, elementary, and intermediate grades has provided teachers and students with a facility that endorses hands-on learning. Our ability to offer low teacher/pupil ratios continues to be a strength of our program. Our partnership with the University of South Carolina continues to offer many experiences for our students. Being a Professional Development School enables us to continue to grow in all areas of the curriculum. Our partnership has enabled us to be a part of many University grants and projects and on-site professional development. Our University partnership allows us to observe and interact with beginning teachers. Richland School District Two and Pontiac Elementary continue to hire the best of the best.

As part of our school planning process, we will continue to review test scores and assessment data to make good decisions for groups of students, as well as focusing on individual student learning. Our assessments continue to show growth. We will continue to use MAP (Measures of Academic Progress) data to differentiate instruction for all students. The use of this data has enabled us to make instructional changes to meet the needs of the individual learner. Our Intervention Team continues to review student progress to give support in needed areas. Our strong SAIL program (Successful Alternatives In Learning) continues to provide RTI (Response To Intervention) in the areas of reading and math. Using research-based curriculum materials to provide alternative strategies has enhanced student performance. Addressing new students and the transient population continues to be a challenge in helping these students progress even in the midst of many school moves. As a team, we will continue to work with each individual student. Our magnet Montessori program has been a very successful academic option for our early childhood program. With the success of this program, we are adding two additional Montessori classrooms for the 2010-2011 school year.

We continue to work on safety issues and meeting the needs of a growing and active community. Many variables are included in providing the very best learning environment for all students. We will continue to strive to be the very best educational setting for all students.

Beth T. Elliott, Principal

Franklin Davis, Site Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	105	57
Percent satisfied with learning environment	97.5%	93.3%	89.3%
Percent satisfied with social and physical environment	95.0%	88.6%	96.5%
Percent satisfied with school-home relations	97.4%	97.1%	93.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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School Adequate Yearly Progress

YES

This school met 25 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	384	100	20.3	31.7	48.1	90.3	85.9	83.5	Yes	Yes
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Gender

Male	195	100	23.9	33.9	42.2	89.4	82.7	80.1	N/A	N/A
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Female	189	100	16.7	29.4	53.9	91.1	89.3	87	N/A	N/A
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Racial/Ethnic Group

White	130	100	17.7	20.2	62.1	90.3	94	89.6	Yes	Yes
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African American	195	100	23.3	37.2	39.4	90	81.9	74.6	Yes	Yes
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Asian/Pacific Islander	15	100	7.7	23.1	69.2	92.3	94	92.7	I/S	I/S
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Hispanic	44	100	18.6	44.2	37.2	90.7	80.3	79.6	Yes	Yes
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
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Disability Status

Disabled	43	100	52.4	14.3	33.3	73.8	52.7	51.7	Yes	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	37	100	25	38.9	36.1	86.1	83.4	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	203	100	26.6	40.6	32.8	86.5	78.5	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	384	100	21.4	41.9	36.7	88.6	82.4	80.4	Yes	Yes
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Gender

Male	195	100	21.7	44.4	33.9	90	80	78.4	N/A	N/A
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Female	189	100	21.1	39.4	39.4	87.2	84.9	82.5	N/A	N/A
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Racial/Ethnic Group

White	130	100	12.1	34.7	53.2	91.9	93.2	87.8	Yes	Yes
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African American	195	100	26.7	46.1	27.2	87.2	76.8	69.3	Yes	Yes
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Asian/Pacific Islander	15	100	7.7	46.2	46.2	100	95.8	93.5	I/S	I/S
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Hispanic	44	100	30.2	44.2	25.6	81.4	77.2	78.3	Yes	Yes
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	92.3	83.2	I/S	I/S
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Disability Status

Disabled	43	100	42.9	31	26.2	71.4	47.8	46.1	Yes	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	37	100	25	47.2	27.8	86.1	83.2	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	203	100	28.6	50	21.4	82.3	73.2	72.8	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	260	99.2	29.3	47.5	23.1	70.7	72.1	67.3
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Gender

Male	133	100	29	46.8	24.2	71	70.9	66.9
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Female	127	98.4	29.7	48.3	22	70.3	73.3	67.7
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Racial/Ethnic Group

White	90	98.9	12.9	50.6	36.5	87.1	89.6	79.6
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African American	129	99.2	39	44.9	16.1	61	63.1	49.7
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Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	88.2	84.4
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Hispanic	30	100	36.7	50	13.3	63.3	65.6	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
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Disability Status

Disabled	27	92.6	64	20	16	36	35	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	25	100	37.5	45.8	16.7	62.5	70.5	58.6
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Socio-Economic Status

Subsidized meals	143	99.3	40	46.7	13.3	60	58.6	55.4
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Social Studies

All Students	257	99.2	20.7	48.5	30.8	79.3	77.1	70.9
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Gender

Male	137	98.5	25	42.7	32.3	75	75.3	70.1
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Female	120	100	15.9	54.9	29.2	84.1	79.1	71.7
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Racial/Ethnic Group

White	82	98.8	14.5	46.1	39.5	85.5	88.6	79.2
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African American	129	99.2	25.6	48.7	25.6	74.4	71.1	58.4
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Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	91	86.8
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Hispanic	36	100	19.4	52.8	27.8	80.6	71.5	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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Disability Status

Disabled	30	93.3	48.1	37	14.8	51.9	44.9	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	29	100	20.7	58.6	20.7	79.3	78.1	68
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Socio-Economic Status

Subsidized meals	138	100	28.2	54.2	17.6	71.8	66.2	60.8
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Abbreviations for Missing Data

N/A–Not Applicable

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N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	383	96.6	26.8	36.3	36.9	73.2	76.7	72.1	96	97
Gender										
Male	195	98	34.8	37.6	27.5	65.2	70.2	65.2	96.1	96.9
Female	188	95.2	18.6	35	46.3	81.4	83.4	79.2	96	97.1
Racial/Ethnic Group										
White	128	96.9	21.3	31.1	47.5	78.7	87.9	80.8	95.8	97.1
African American	198	96	31.1	37.3	31.6	68.9	71.3	59.7	96.1	96.9
Asian/Pacific Islander	13	100	7.7	30.8	61.5	92.3	89.8	87	97	97.9
Hispanic	44	97.7	30.2	48.8	20.9	69.8	66.4	64.6	96.1	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.4	95.3	96.5
Disability Status										
Disabled	37	75.7	74.1	22.2	3.7	25.9	32	27.7	95	96.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.4
English Proficiency										
Limited English Proficient	36	94.4	31.4	42.9	25.7	68.6	71.7	63.7	96.3	97.2
Socio-Economic Status										
Subsidized meals	199	98	31.4	45.2	23.4	68.6	65.8	61.9	95.5	96.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	125	98.4	23.4	32.7	43.9	76.6
	4	127	99.2	19.6	38.4	42	80.4
	5	106	100	19.4	40.8	39.8	80.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	119	100	14.7	27.5	57.8	85.3
	4	134	100	19.7	38.5	41.8	80.3
	5	128	100	25.4	29.4	45.2	74.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	125	99.2	32.4	34.3	33.3	67.6
	4	127	99.2	16.1	45.5	38.4	83.9
	5	106	100	23.5	52	24.5	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	119	100	27.5	27.5	45	72.5
	4	134	100	16.4	47.5	36.1	83.6
	5	128	100	20.6	50	29.4	79.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	65	98.5	35.1	35.1	29.8	64.9
	4	125	99.2	23.6	53.6	22.7	76.4
	5	53	100	30.4	43.5	26.1	69.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	60	100	35.1	24.6	40.4	64.9
	4	133	99.3	28.9	53.7	17.4	71.1
	5	65	100	25.4	57.1	17.5	74.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	60	100	21.6	39.2	39.2	78.4
	4	126	99.2	12.6	54.1	33.3	87.4
	5	53	100	34.6	48.1	17.3	65.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	59	98.3	9.8	49	41.2	90.2
	4	133	100	17.2	50.8	32	82.8
	5	63	98.4	35.5	43.5	21	64.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	123	97.6	33.6	37.4	29	66.4
	4	124	95.2	24.1	39.8	36.1	75.9
	5	108	98.2	27.3	36.4	36.4	72.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	119	97.5	22	33	45	78
	4	131	97	26.4	40.5	33.1	73.6
	5	133	95.5	31.2	35.2	33.6	68.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample